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4K-6th Grade General Music, 5th and 6th Grade Instrumental Music

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**Campbellsport School District Learning Standards:**

CSD Performance Standards for Music describe what Campbellsport School District students

will know and be able to do within this subject area. Each CSD performance standard is

aligned to a corresponding content standard within the Wisconsin Model Academic Standards

(WMAS) for music.

* CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music

(WMAS Music—Performance-Singing)

* CSD Performance Standard 2—Performs on instruments, alone and with others, a varied

repertoire of music (WMAS Music—Performance-Instrumental)

* CSD Performance Standard 3—Improvises melodies, variations, and accompaniments

(WMAS Music— Creativity-Improvisation)

* CSD Performance Standard 4—Composes and arranges music within specified guidelines

(WMAS Music— Creativity-Composition)

* CSD Performance Standard 6—Knows and applies appropriate criteria to music and music

performances (WMAS Music—Response-Analysis & Evaluation)

* CSD Performance Standard 7—Understands the relationship between music and history and

culture (WMAS Music— Connections-History/Culture)

* CSD Performance Standard 8—Understands connections among the various art forms and other

disciplines (WMAS Music— Connections-The Arts)

**Expert Voices:**

Daniels, Harvey, Steven Zemelman, and Nancy Steineke. *Content-area Writing: Every Teacher's Guide*.

Portsmouth, NH: Heinemann, 2007. Print.

**“Among other solutions the commission suggested that schools “double the amount of time most students spend writing, require a writing plan in every school district, [and] insist that writing be taught in all subjects and at all grade levels.””**

Dorfman, Lynne R., and Rose Cappelli. *Mentor Texts: Teaching Writing through Children's Literature, K-6*.

Portland, Me.: Stenhouse, 2007. Print.

**“Mentor texts help students find ideas and breathe courage into their writing by helping them take risks and think outside their “writing box.”**

Jukes, Ian, Ted D. E. McCain, and Lee Crockett. *Understanding the Digital Generation: Teaching and*

*Learning in the New Digital Landscape*. Kelowna, BC: 21st Century Fluency Project, 2010. Print.

http://www.understandingthedigitalgeneration.com

**“If children are going to survive, let alone thrive, in the culture and workplace of the 21st century, they are going to have to move from being linear, logical, left-bran thinkers to whole-brain thinkers. [Daniel Pink] add that creativity and problem solving are as important as traditional literacy and memorization, and that we should treat creativity and problem solving with the same status as we do traditional literacy. If we’re going to do this, education is going to have to provide experiences that require students to use both hemispheres together – we’re going to have to educate the “whole new mind.”**

Nagin, Carl. *Because Writing Matters: Improving Student Writing in Our Schools*. San Francisco: Jossey-Bass,

2006. Print.

**“*Because Writing Matters* makes the case that students need to write more across all content areas and that schools need to expand their writing curricula to involve students in a range of writing tasks.”**

Wilhelm, Jeffrey D. *Improving Comprehension with Think-aloud Strategies*. New York: Scholastic Professional,

2001. Print.

**“For our purposes, this means that to help our students to become expert readers, we must model the strategies of expert readers using authentic texts – novels, short stories, non-fiction books, newspaper articles, arguments, and Internet sites – and then support students in taking on these expert stances for themselves as they read independently.”**

# WHAT is Program music???

Program music is a piece of music inspired by something that is NOT musical.

For example, a painting or a poem.

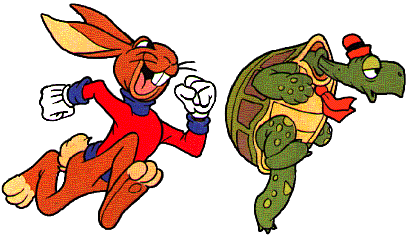
# Can we think of some modern day examples of program music???

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Let’s focus on *one type* of program music – the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In fact, we are going to work on creating \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ using fables/fairy tales as inspiration.

# Our Mentor Text -

# The Tortoise and the Hare - Aesop's Fables

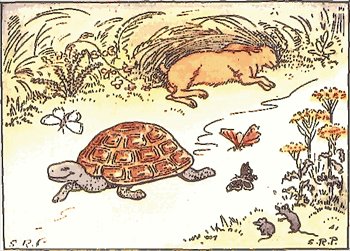
Once upon a time there was a hare who, boasting how he could run faster than anyone else, was forever teasing tortoise for its slowness. Then one day, the irate tortoise answered back: "Who do you think you are? There's no denying you're swift, but even you can be beaten!" The hare squealed with laughter. "Beaten in a race? By whom? Not you, surely! I bet there's nobody in the world that can win against me, I'm so speedy. Now, why don't you try?"

Annoyed by such bragging, the tortoise accepted the challenge. A course was planned, and the next day at dawn they stood at the starting line. The hare yawned sleepily as the meek tortoise trudged slowly off. When the hare saw how painfully slow his rival was, he decided, half asleep on his feet, to have a quick nap. "Take your time!" he said. "I'll have forty winks and catch up with you in a minute."

The hare woke with a start from a fitful sleep and gazed round, looking for the tortoise. But the creature was only a short distance away, having barely covered a third of the course. Breathing a sigh of relief, the hare decided he might as well have breakfast too, and off he went to munch some cabbage he had noticed in a nearby field.



But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post. And smiling at the thought of the look on the tortoise's face when it saw the hare speed by, he fell fast asleep and was soon snoring happily.



The sun started to sink, below the horizon, and the tortoise, who had been plodding towards the winning post since morning, was scarcely a yard from the finish. At that very point, the hare woke with a jolt. He could see the tortoise a speck in the distance and away he dashed. He leapt and bounded at a great rate, his tongue lolling, and gasping for breath. Just a little more and he'd be first at the finish.



But the hare's last leap was just too late, for the tortoise had beaten him to the winning post. Poor hare! Tired and in disgrace, he slumped down beside the tortoise who was silently smiling at him.



"Slowly does it every time!" he said.

Musicals use a script (like a play – who says what) and music to enhance the story.

What are some things the tortoise should say if we were making this a script?

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Let’s try it out –

Narrator: One day, a rabbit, who thought a lot of himself, met a humble turtle.

Rabbit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Turtle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Let’s discuss types AND places we’d hear some music in this story:

Background:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sound Effects:

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Let’s see how another group of writers, musicians, and artists gave this story life:

<http://www.youtube.com/watch?v=2DrKmpuKhKE&feature=related>

What do we think?

Did we have similar ideas?

What did you like?

What would you have changed?

It’s YOUR turn!

At your tables, you will find a portion of the fairy tale *The Three Pigs*. Your job is to create a script *and* music for your part!

We *will* put our parts together and *perform* our mini-musical for each other.

Some Things to Consider –

*Equal Ownership*

***Positive, FACTUAL*** *Comments*

*You* ***will*** *grade each other & yourselves on this project!*

Table ONE:

|  |
| --- |
| Once upon a time, there were three pig brothers.  The first little pig had not gone far when he met a man with a bundle of straw. The little pig said to him, "Please, man, give me that straw to build me a house." This the man did, and soon the little pig had built a house with it. His brother pigs even helped him build his straw home. Since the home was only made of straw, it didn’t take very long to build.  Just after the house was built, along came a wolf. He knocked at the door of the little pig's house and called, "Little pig, little pig, let me come in!"  But the little pig answered, "No, no! Not by the hair of my chinny chin chin!" |

Then the wolf said, "I'll huff and I'll puff, and I'll blow your house in!"

So he huffed and he puffed until he blew the house in!

In all the turmoil of the falling house, the little pig escaped and ran to the

house his brother had built.

Table TWO:

The second little pig had not gone far when he met a man carrying a bundle of sticks on his shoulders.

The little pig said to him, "Please, man, give me those sticks to build me a house." This the man did, and soon the little pig had built a house with them. His brother pigs even helped him build his stick home. Since the home was only made of sticks, it didn’t take very long to build.

Just after the house was built, his brother pig arrived all out of breath. The visiting little pig told his brother the sad story of the wolf who blew down his newly built home.

Suddenly, there was a knock at the stick built house door. The two little pigs heard the wolf say, "Little pig, little pig, let me come in!"

But the little pigs answered, "No, no! Not by the hair of our chinny chin chin!"

Then the wolf said, "I'll huff and I'll puff, and I'll blow your house in!"

So he huffed and he puffed and he blew the house in.

Again, the little pigs escaped the falling home and ran to the home of their third brother pig.

Table THREE:

|  |
| --- |
| The third little pig met a man with a load of bricks. The little pig said to him, "Please, man, give me those bricks to build me a house."  This the man did, and soon the little pig had built a house with them.  Just after the house was built, his two brothers, who had built homes of straw and wood, arrived at their brother’s home. Excitedly, the two brother pigs told their third brother about the wolf who blew their homes in.  Suddenly, the wolf arrived at the third pigs home. He knocked at the door of the little pig's house and said, "Little pig, little pig, let me come in!"  But the little pig answered, "No, no! Not by the hair of my chinny chin chin!" |

|  |
| --- |
| Then the wolf said, "I'll huff and I'll puff, and I'll blow your house in!"  So the wolf huffed and he puffed and he puffed and he huffed, and he huffed and he puffed, but he couldn't blow this third little pig's house down.  When he found that with all his huffing and puffing he could not blow this little pig's house down, he said, “I will blow down this house with dynamite!” and then ran off to get some.  The three little pigs heard his plan, and decided they’d better make a plan of their own to get rid of the wolf once and for all. |

Table FOUR:

The determined wolf returned to the brick home of the pig. He brought dynamite, wire and all sorts of equipment needed to blow up such a sturdy home. He was so busy setting up explosives, he did not see the three little pigs following him and undoing his hard work.

The wolf believed all was set. He hid behind a boulder and counted, “One, two, three! You three better be ready for me!”

He pushed down the switch of the detonator device. Nothing happened.

The wolf grew angry and even more determined to eat those pigs!

One of the brother pigs said, “Mr. Wolf, the only way you’re getting in this house is through the chimney and you can’t get up there!”

The wolf grew even angrier! He noticed a ladder that one of the silly pigs must have left outside by accident. He took the ladder, put it up to the chimney, and climbed to the top.

“Little pigs, little pigs, I’m coming in!” he yelled down the opening.

“Oh no! We’re so scared!” cried the pigs.

The wolf slid down the chimney. He lost his footing and landed in a boiling pot of hot water the pigs had put in the fire place.

The wolf jumped out of the water and ran out of the house to the sound of piggy laughter.

**GREAT JOB EVERYONE!!!**

Now, let’s review:

Likes –

Dislikes –

In the future comments –

<http://www.youtube.com/watch?v=Olo923T2HQ4>